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ABSTRACT

The purpose of this institute is to provide the individual with an introduction to the place of the library technical assistant in the organization of the college, public, school or special library. Orientation information stresses the areas of material processing, patron services, non-print media, and automation. Tours of the Engelhard Elementary School Library, the Louisville Free Public Library, the Spalding College Library and the Filson Club Library provided the participants with a view of the operational aspects of the various types of libraries in which the technical assistant could work. At the end of the institute, the twenty students took part in a survey to determine the make-up of the group interested in the work of the library technical assistant as well as to obtain the reaction of the group to the technician program. The results of the survey, and the Library Technician Orientation Institute Questionnaire are included. (MF)

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THE LIBRARY TECHNICAL ASSISTANT

A Report of the

ORIENTATION INSTITUTE ON THE LIBRARY TECHNICIAN

July 14 to 25, 1969.

Edited
by
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PREFACE

The manpower shortage in various areas of librarianship and the need for better trained personnel to work on the paraprofessional level have led to the recognition of training programs for the library technical assistant. This assistant requires special skills so that he can serve the staff of professional librarians in a supportive capacity.

The purpose of this institute was to provide the individual with an introduction to the place of the library technical assistant in the organization of the college, public, school or special library. Additional orientation information stressed the areas of material processing, patron service, non-print media and automation. Tours of the Engelhard Elementary School Library, the Louisville Free Public Library, the Spalding College Library and the Filson Club Library provided the participant with a view of the operational aspects of the various types of libraries in which the technical assistant could work.

We are grateful to our guest lecturers who ably presented the "on-the-scene" background so vital for the success of the institute. This report includes all but one (not submitted) of the lectures--in outline, summary or revised form.

At the end of the institute the twenty students were requested to take part in a survey[1] to determine more completely the make-up of the group interested in the work of the library technical assistant as well as to obtain the reaction of the group to the technician program.

Thirteen of the participants were currently employed in library work--ten public, two in school, one in special. Those who were not employed in a library included a receptionist, a health education worker and five homemakers. Their future area interest in librarianship parallelled that of their current position in most cases. Those in the special and school libraries preferred to remain in these types of library service. The remaining seventeen students indicated preference for public library work, with thirteen specifying a definite service area--two in bookmobile, four in children's, seven in public.

The age span of those in attendance was from twenty-nine to fifty-seven years. Ninety percent were over thirty-eight years of age and fifty percent were over forty-nine. A correlation is shown in the student's belief that recruits can be obtained from mature, older individuals who are returning to the labor market after rearing a family. Over eighty percent indicated the age of thirty-five or over; ten percent believed the age span to be eighteen to forty-five; ten percent considered the young adult in the under twenty-five age group.

The number of college credits completed by each student ranged from none to ninety-six. Four had never attended undergraduate classes prior to the

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[1] See page 42 for questionnaire.

institute. (One person had senior standing; one, junior standing; one, sophomore standing; five were second semester freshmen; eight had from two to fourteen credits.) Eleven of the students were undecided as to whether they would enter a degree program. Five, however, were interested in completing the baccalaureate degree and four planned to complete the associate degree.

In general the students enrolled for the institute to "enhance their knowledge." Specifically, they wanted to know more about the library technical assistant, although three admitted that they had never heard of this assistant. Unfortunately these and a few other students wanted from the institute specifics in library organization and administration which were not applicable. This misinterpretation of the purpose of the institute was exemplified in the answer to the question "Were there topics which should have been included for discussion?" for disappointment was expressed in not having certain library routines and procedures stressed.

Definite interest in a curriculum designed for the library technical assistant (as discussed during the institute) was shown by fourteen students who indicated that they could participate only on a part-time basis. The majority believed that such a program should be established in a junior college, although a few questioned why basic library education could not be given in a liberal arts college. This was especially pointed out when the obvious finality of the terminal program was realized.

The seventeen students who were seeking information indicated that their opinion was strengthened in the affirmative as to the need of the library technical assistant. For greater efficiency in the operation of the library this "middle-man" was necessary. Such personnel could be more effective especially if they had their own career classification. One person, however, bluntly stated that the technician would be a glorified clerk without opportunity for advancement except in isolated cases.

It is interesting to note that those attending the institute recognized the fact that the technical library assistant was not an "instant" librarian, nor were such technical courses a fast route to professional librarianship. Paradoxically, the undergraduate students, who were employed in a library, listed their positions as "librarian."

Edwin C. Strohecker

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THE LIBRARY TECHNICAL ASSISTANT IN THE SCHOOL LIBRARY

by

Rebecca T. Bingham

The library technical assistant is a member of the supportive staff of library employees who support the work of the professionally educated librarian in the school library and make it possible for the librarian to concentrate his time on professional services and activities.

For a better understanding of the supportive staff members one must begin naming those now found in the school library and describing the contribution each makes toward freeing the librarian from clerical, "housekeeping", and technical tasks that would represent a costly expenditure of professional time and talent at the sacrifice of professional services and activities. These supportive staff members are the library clerks and the student assistants. The verbal task descriptions outlined below are those typically performed in any school system utilizing these kinds of supportive staff.

Library clerks or the library clerical staff members are persons holding positions in which common business practices are the primary duties even though in-service training relates these practices to library situations. The clerks duties are limited to strict adherence to specific routines and procedures. The work is done under close supervision of a librarian or library technical assistant.

Duties typically include repetitive clerical or manual library routines or application of procedures within specific guidelines. Instructions are readily memorized or set forth in a staff or operating manual. Examples are: work at a circulation desk, such as routines of charging, discharging or renewing materials, registration of readers, reserving books, overdues; searching shelves and arranging materials; physical preparation and minor mending of books and other materials; ordering printed cards; preparation of orders for library materials, typing catalog cards, in accordance with standing instructions. Some positions may call for related duties such as care of audiovisual materials and text collections, use of duplicating and other machines, maintaining records for periodicals, preparation for bindery, simple directional and factual information about library services or materials. In a small library, assignments may cover a variety of duties of limited complexity.

Personal contacts are required in some positions, not with other employees, but also the library's clientele and business associates, as book salesmen. At the library clerk level, public contacts are usually of a relatively factual or directional nature. Departures from established procedures are referred to higher authority.

The clerk's level of responsibility is usually limited to routine work which is spot checked. More difficult assignments are subject to close review. Consequences of error are not lasting except when public relations are involved. Prior clearance is obtained from the immediate supervisor on matters concerning judgment or change from established patterns.

In order to be a library clerical assistant one must be a high school graduate or above with a knowledge of office practices, including typing, and thorough experience on a clerical staff of a library or special vocational training. One must be oriented to the library program, practices, terminology and have developed skills in specific library routines and procedures pertinent to this level of assignment. Positions in which the library clerk has contact with the public require tact, courtesy, poise, and alertness plus judgment sufficient to carry on public contacts of a relatively factual or directional nature.

Examples of assignments given to library clerks in school libraries include assistance in library routines such as acquisition, mechanical preparation, and circulation of instructional materials and equipment; care of shelves and files; direct users to the location of library materials. Examples of specific duties related to acquisition and mechanical preparation of materials include searching for simple trade bibliographic data, maintaining checklists of magazines, opening and collating new books, adding marks of ownership, preparing pamphlets and clippings for files, and special library filing. In connection with circulation, he assists at the charging desk, sorts and files book cards, cards or slips other materials, counts and records circulation statistics, compiles statistical data, and issues overdue notices. He also gives assistance in shelving books and other materials, is responsible for the order and appearance of shelves and files, shifts materials as required, and assists with inventory records. In a small library employing only one assistant, secretarial duties relating to library business may be assigned. The library clerk works under direct supervision of a librarian or library technical assistant.

Student assistants are pupils who are part-time employees (as NYC workers) or volunteer aids whose knowledge, skills and abilities enable them to perform many specific supportive duties--as discharging books when their class visits the library in elementary school or checking attendance or study hall passes, or perhaps putting out the new periodicals, or serving on the circulation desk in a secondary school.

These two types of supportive staff are well-known in most school libraries today.

But our real concern this afternoon is with a comparatively new arrival on the scene in school libraries--the library technical assistant. With the proliferation of library materials, expansion of the scope of the school library to include, along with printed material, audiovisual forms of communication and their accompanying technology, and newer methods in education which allow for greater individualization of instruction and abandoning of the textbook-only type of teaching, has come the realization that an inadequate number of supportive staff members results in a costly expenditure of professional time and talent in clerical, housekeeping, and technical tasks. It also results in frustrated librarians who are unhappy about not being able to render adequate professional service to teacher and pupil patrons and also in frustrated users who fail to receive optimum services to satisfy their needs.

Before the work of the library technical assistant is detailed, perhaps one should pause long enough to explain what is meant when one refers to

the professional services the librarian in a school is expected to render. These are taken from the new Standards for School Media Services which represents the best thinking of the American Library Association and the Department of Audio Visual Instruction of the National Education Association and which enumeration is clearly expressed: "The Professional staff implements the media program by:

Serving as instructional resource consultants and materials specialists to teachers and students,

Selecting materials for the media center and its program,

Making all materials easily accessible to students and teachers,

Assisting teachers, students, and technicians to produce materials which supplement those available through other channels,

Working with teachers in curriculum planning,

Working with teachers to design instructional experiences,

Teaching the effective use of media to members of the faculty,

Assuming responsibility for providing instruction in the use of the media center and its resources that is correlated with the curriculum and that is educationally sound. Althoug.. most of this instruction will be done with individual students in the media center, some can be presented by teachers and media specialists in the center or in the classroom, with the size of the group to be instructed determined by teaching and learning needs,

Assisting children and young people to develop competency in listening, viewing, and reading skills,

Helping students to develop good study habits, to acquire independence in learning, and to gain skill in the techniques of inquiry and critical evaluation,

Guiding students to develop desirable reading, viewing, and listening, patterns, attitudes, and appreciations,

Providing teachers with pertinent information regarding students' progress, problems, and achievements, as observed in the media center,

Acting as resource persons in the classrooms when requested by the teachers,

Serving on teaching teams. The activities of the media specialist include acting as a resource consultant for teachers, designing media, and working directly with the students in their selection and evaluation of materials and in their research and other learning activities. Where the size of the media staff permits, the media specialist would be a full-time member of the teaching team.

Making available to the faculty, thrcugh the resources of the professional collection, information about recent developments in curricular subject areas and in the general field of education,

Supplying information to teachers on available in-service workshops and courses, professional meetings, and educational resources of the community."

Thus far, in a sense, the work of the school library technical assistant has been suggested in a rather inverted manner, or by a process of elimination; by stating that it is NOT through description of the other school library staff jobs. Now for a straight forward description of the work of the school library technical assistant.

The library technical assistant performs non-professional tasks under the direction of the librarian. These duties are based on skills required by

the library clerk, but, in addition, a proficiency developed in one or more functional areas (circulation system, technical processes, periodical records control) or in certain limited phases of library service is required. They generally follow established procedures which have been developed by librarians, work under the supervision of a librarian and may supervise and direct library clerical or student staff.

The technician may furnish the patrons with information about library services; assist persons in locating books and other materials through the use of card catalogs and indexes; answer "ready reference" questions that require only brief consultation of a standard reference text. To order books and materials, technicians look up prices, publishers, and related information. Some technicians maintain files of newspaper clippings, photos, and pamphlets. Some arrange displays. Often, a minor flair for mechanics is useful, for many technicians operate and maintain audiovisual equipment, including photographic, slide projectors, and tape recorders, as well as "readers" that magnify, project on a screen, and sometimes print out information from microfilm and microfiche cards. Some technicians train and supervise clerical staff. Sometimes the duties relate to a variety of library functions and may include mechanical preparation of library material, processing added copies, ordering cards, shelf-listing, filing and physical maintainence of the catalog; care of library shelves.

So the technician often has to work with clerical staff and, to some limited extent, with the library patrons.

The qualifications for the school library technician are the same general post-secondary school requirements demanded of any library technician or technical assistant. Service is related to the size of library staff, the library program and the services provided to the school.

At the present time, there are some special problems encountered as schools consider using library technical assistants. Presently there are legal limitations on allowing non-certificated employees to be responsible for the well-being of school boys and girls for even brief periods. And, at this time there are no State Department of Education Standards outlining, establishing or recognizing the school library technical assistant and no established ranking or pay schedules applying to school personnel at this level of preparation and service. Further this new member of the school library supportive staff will find that he now also lacks recognition by local, state and national library groups.

However, as the need for personnel at this level grows, as more and more training programs and workshops like this one in which you are enrolled are developed, it appears certain that the special problems just outlined will be resolved and that the library technical assistant will become an established and vital member of the school library supportive staff.

THE LIBRARY TECHNICAL ASSISTANT IN THE PUBLIC LIBRARY

by

John E. Frey

The public library, among types of libraries, is, perhaps, the most common "garden variety" of library and, at the same time, the strangest "breed of cat" in the entire educational spectrum. The public library movement today has made strides far beyond all which has gone before. Many things have changed, but the most basic fundamental of all has not changed in any manner whatsoever: we are still concerned with people. We still have the Victorian approach to public library service, that is, we work with non-institutionalized citizens in their educational needs by taking them "as is" and hoping to see them become "better." Unfortunately, too often the public library patron forgets that there are two people involved--one on each side of the desk. In this age of euphemisms we call this an interface. And it is this human situation which is to be emphasized, but one has to start at the point which is called the public library in the political and financial processes.

Both political and financial processes also involve people. Everything we do in public libraries involves people. Books, yes, but our primary concern is with the people. By political process one does not mean Democrat versus Republican or the "ins" versus the "outs" or any of that type of politics, but politics in terms of people getting together to work out ideas of all kinds; library budgets, how the library will be operated, policies, how the public will be treated and received in the library, how the library will be organized, who will run it. The typical library, if there is a typical public library to talk about in these political and financial processes, is under the direction of a Board of Trustees. They may be either elected or appointed and the manner in which they are elected or appointed varies. In some states they are elected on a party ticket, in some on a non-partisan basis. In some places where they are appointed, they are appointed on a political basis, in some places they say, "No, we don't appoint that way, we just look for good people." Generally their powers are very broad as far as the library is concerned. They establish policies, and employ a head librarian or director to carry them out. The chief librarian then operates in the manner of the president and the senate; he employs staff with the advice and consent of the Board. And this staff can consist of a wide variety of people: professional librarians (those with library science degrees), library or technical assistants, (or both, depending on definition used), clerical people, and maintenance people. Now I've not mentioned staff in any hierarchy, because there is none. When the public toilet starts to overflow on the floor, I would not give you a nickel for all of the librarians with their degrees, I want a good man who knows how to take care of that. It's the event, the time and the situation that determine which type of person is most needed and is most important to the job.

We have to bear in mind something else in this political process and in staffing and everything else about public libraries; that is, all public libraries in the United States exist under state law which is <u>permissive</u> not mandatory. There is no law which says there will be or must be public libraries. They only say, you may establish libraries if you want to.

So, in this respect, in the educational process, unlike schools, which we must have by law, we are not required to have public libraries. This means that in order for a public library to justify its existence, indeed to continue in existence, we have to be successful. This is the only way we can stay where we are and hope to progress. We have to obtain or try to achieve a sort of maximum productivity within our institutions, and we have to try to do this with a minimum of expenditures. Many states have maximums and minimums of what can be spent for library service. Where such limits exist they will range widely. For instance, in Indiana the assessment on per $100 of assessed valuation can not be taxed less than 5 cents per $100 or more than 37 cents per $100 for libraries. These things are all established in laws and so the public library exists by the pleasure of the state and by the will of the people in the community. This is the political process. In the financial process the library may or may not exercise a great fiscal autonomy. The board may set its own tax in some states. They may not be a part of the city, part of the county, or a part of anything. In Indiana there are independent taxing authorities, just as the school systems are. The county tax adjustment board is the reviewing board, but they review the public library's budget, the schools, the county, and everyone elae's--and the state reviews them too, in the same manner. But the library is independent. In some instances the library may be a part of some other governmental organization. (This is also a part of the political process as well as the financial.) For instance, in Louisville it is the city council or the Board of Aldermen who set the library's budget, who allocate the money and assign it to them. Still, in almost all instances, libraries prepare a budget for submission to some higher authority in which final decisions are made. There are all sorts of variations in the political and financial organization of public libraries so there can be a point in the financial and political process at which the library needs to be sold. It needs to be sold to a lot of people. It has to be sold particularly to those who may control the purse strings; and how do you sell it? You sell it by presenting an effective operation to those who are going to make the ultimate decision.

Before going any farther one needs to take a little closer look at what one means by the public library in the United States. Obviously, one thing we can conclude is that we have far too many inadequate libraries. And we have far too few systems. In other words, a lot of these smaller ones ought to be put together--as they are doing in Kentucky and other states right now. But most of all, it indicates that we have a waste of time, a great waste of money, and a tremendous waste of people and talent. How does all this bring us up to what we are supposed to be talking about? In order to achieve the goals of public libraries, in order to made progress (let alone survive), library systems need to be developed. Adequate services will have to be provided to fill the needs of the people as far as public libraries are concerned. And better ways of making the best possible use of these three things: facilities, money, people. Intelligent people can do a lot with very little, and that's why one must keep coming back to people all the time.

Libraries are no different from any other employing organization whether it's a business, an industry, or some other public agency, such as the schools, the Welfare Department, the Parks Department. Libraries must compete in the market place, the personnel market place, for staff members. Library administrators must look just as hard as others do for qualified

people. Unfortunately, it usually turns out that the smaller library staff member has more responsibility and less ability in a library situation in which the reverse is what really is needed. And in the large public library one finds people with more ability and less responsibility. It should not be misconstrued that everyone who works in a small library and has responsibility cannot cope with it. However, ability in the form of formal educational background, training for librarianship is not generally a strong attribute of these people. When one walks into the small public library operating for a 5 to 10,000 population one finds a very pleasant person in charge of it. A person with little or no formal background in librarianship and getting a very small salary. But that person is responsible for budgeting, for spending, for seeing that bills are paid, for book selection, for keeping records, for story hours, for children's services, for everything that goes on. And, unfortunately, they are the least trained person. So here is a problem on our hands. When one walks into the large public library system one finds a librarian able to come up with the money to hire people with degrees in various fields. And what are they using them for? Clerks, typists, filers. One is not taking advantage of them. In these cases they have some ability but no responsibility under which they can employ them. You have heard, you have read, people have told you that we have a tremendous shortage of trained librarians, (and it is true) and this means that public libraries along with some others are going to have to find some other means of getting the job done. It can be done partly through the use of library technical assistants. Unfortunately, though too many library administrators too often tell their trustees, "We will use library technicians because this is the cheapest way of getting the job done." Now, if the Board, the head librarian, or the personnel director, whoever is in charge of employment, approaches the solution to their problem with this thought in mind--that it is going to be cheap-they are in for a rude awakening, because they will find out how expensive it is, in the long run, to try to operate that way. You've heard the phrase, "public libraries", they don't supplant school libraries but support them. This is also true of the technical and library assistant, they do not take the place of professional librarians, that isn't their job. They are there, to work side by side with librarians as their supportive staff or ancillary staff, whichever term is preferred. There are many, many times when they can supply information and skills which perhaps cannot be found in the professional staff. But one should not say, "Well, I need a professional librarian here, but I can't get one, so I am going to put in a library technical assistant." It won't get the job done! In other words, (you have heard it before, you probably will hear it again, a dozen times or more, you will wake up in the middle of the night thinking about it) the job of the assistant is to relieve the librarian for those things which require the background and training of formal library education. This does not mean that as soon as a technical assistant is employed that the librarian automatically says, "Well I will not do anything but professional work from now on. If there is no professional work to do I'll go to the staff room or I'll go to my office to contemplate or I'll wait for something to come up that is a professional library problem." That is not what one means at all! What is meant is that library technical assistants should be assigned jobs, duties, and responsibilities commensurate with their own abilities, skills and training.

One must disagree with those who claim that experience is a substitute for professional library education. That was the trouble with the old training classes. They were trained, yes, but they were trained for one specific library, and that was all. They were incapable at that time to move from the St. Louis Public Library to the New York Public Library. These two libraries have their own manner of performance not necessarily interchangeable. One could not spend twenty years working in the St. Louis system and then go to New York and fit in; a lot of things would be missing. A librarian can and should be expected to fit into any library situation. The old apprentice system was too slow, it was too haphazard, it was too specific.

The ratio of one professional to three non-professional staff members has long been held to be the proper one for libraries. It appears that the ratio has started to change, and one of these days the ratio will be up to one to four and eventually up to five assistants for each trained librarian. This means that librarians are not growing in professional numbers but are going to have to decide what kind of staff members are needed. What kind of people do we want? I look for the socially mature person. I'm not saying I want the person who comes to work with a "let's go get 'em every morning and a smile;" few people can put up with them before they have had enough coffee. I know we are going to have human beings. We are going to have good days, we are going to have bad days, and on the bad days the person isn't going to function as effectively. They are not going to hide behind the fact that something has gone wrong at home or they don't feel quite up to par. They are going to try to be as gracious as possible with the public, even though they have to deal so often with some of the most cantankerous people that ever walked. But it's the person who can meet all people--the person who can smile at the little boy who is running the drinking fountain and not get annoyed, who can handle what we so euphemistically call the Senior Citizens, regardless of their problems. In other words, we can treat and meet people as human beings. We are also looking for the individual who has been educated to a certain level and this level will depend upon what this person is to do. The job itself will determine the educational level sought. It may be as little as an eighth grade education or as high as a Ph. D. Also, one looks for persons who possess certain skills. This skill may be anything from typing, to possessing a boiler engineer's license, to having a background of mathematics or science. The socially mature person, the person with the educational level that meets the needs of the job, and those possessing certain skills are what must be sought.

What are these people to do? By library job is meant the duties that have to do with serving the public in its informational needs; by non-library job one means the duties that are more administrative than anything else. These people are to accept job assignments, but they also should be able to accept responsibility. Acceptance of responsibility is a hard thing to find in people today. Very often people will say, "Yes, I can do that job," or "You need these cards filed, I can do that," or "You need these letters typed, I can do that," or "You want this done, I can do it." But, "You want me to take charge of those people? I can't do that." It isn't that they can't do it, it is that they don't want to for some reason. They don't want to accept the responsibility. The person sought in the technical assistant is the one who can accept responsibility, the person who can

take charge of other people and see that things get done properly: people who can make decisions. That is a key factor. There are many jobs that don't require decision making or acceptance of responsibility other than the performance of one's duties, but in a lot of cases that is not true. One does not always need a professional librarian to be in charge of the maintenance crew, for instance, or to be in charge of the secretarial pool, or to be in charge of the data processing center. In the non-library field a lot of jobs are in administrative procedures, the accounting, bookkeeping, maintenance of physical plants and physical facilities. In a large library which has a separate personnel department, a good psychologist or a person trained in personnel work could be employed. He does not have to be a librarian.

All of the record keeping can be done by library technical assistants. A technical assistant can also adequately perform such a task as handling supervision of the pages in a library. Such a supervisor needs to be a person who can work with young people. Probably, technical assistants can be trained as storytellers. One of the greatest things about a good storyteller is the flair for the dramatic, and an interest in theater, who can really get the children wrapped in a story. It is possible in some instances to use technical assistants as translators. The person who does the translating in our library when someone brings in a letter from a friend overseas in German is my secretary, the only one fluent enough in a couple of languages. The librarian could do it but it would take four times as long. People are pleased, they do not care <u>who</u> does it, they do not ask to see the library degree, they just want to find someone who can read or write German. All circulation routine or jobs can be done by technical assistants, and there is no reason why technical assistants can't be involved in the library's public relations system. Someone to go out and speak on behalf of the library, who can write copy for the newsletter, or for the newspaper, who can conduct the weekly radio program, or whatever public relations activities go on need not be a librarian. Perhaps the technical assistant cannot search the proper bibliographic sources, evaluate titles, and compile a proper bibliography on a community-related problem, but once it is compiled by the trained librarian and the information is there, is there any reason why one can't say to the technical assistant, "O.K. here it is, will you please put this in a format that has a little 'pazazz', something that will catch the reader's eye, so the people cannot resist passing the bank counter where we are going to put this and pick it up, or the city hall, or anywhere we put it, because it is going to be attractive and well-printed, and so on." Assistants can do wonderful things. The best exhibits we've ever had in our library were done by a college freshman with artistic talent. There is no reason why one must hold a library degree to create effective, imaginative exhibits, to see that good programs are going on within the library. We are getting more concerned with the physically handicapped--why not technical assistants as Braille transcribers, or readers?

The technical assistants should be treated as full-fledged staff members. This, of course, is not necessarily practiced in libraries. For instance, when it comes to the matter of compensation, how is the assistant compensated? It is good personnel practice, to insist that <u>all</u> people employed by the library obtain and receive the same fringe benefits.

There is no justification for the professional librarian's getting four weeks of vacation and the clerk two weeks, or the technical assistant three weeks. If a vacation schedule exists everyone should receive the same consideration. They should receive the same retirement benefits. They should receive the same sick leave benefits, the same insurance benefits. But, compensation can be through salary, and that is where there should be a difference. The individual who has gone to the expense and time of going through four years of college and a year of graduate school can be compensated with money, not with the fringe benefits. Recognition for excellence of jobs performed should be given for technical assistants as well as others. We should be able to make provisions for technical assistants to be away from their jobs to attend various meetings. (For example, it would be of benefit to the library to send the maintenance man instead of the head of reference services to the National Floor Care Convention, or if it is an office machines exhibit, send the clerks--the people who are going to use those things).

There should be a dual track salary scale, that would make it possible for a technical assistant to make as much money as a trained librarian, if he is performing duties which are comparable. For instance, take a large library that does have a data processing system. If the person is a department head, is there any reason why the technical assistant who went through two years of Junior college (and beyond that was trained as a computer programmer) should not be treated (as far as salary is concerned) in the same manner as the head of reference, the head of children's division, or the head of technical services?

What is the library's responsibility to the technical assistant? Let's consider both of them, the technical assistant's responsibility to the library and the library's responsibility to the technical assistant. An important responsibility of the technical assistant is to improve himself whenever and wherever he can. Sometimes on his own; sometimes on the library's time. It is the library's responsibility to provide opportunities and give encouragement. These two things are mutual. Personally, one's own efforts of self-improvement through formal education, through institutes, and through reading represent an obligation to develop for oneself a marketable skill.

Once these skills have been obtained and one enters the library picture responsibility should be accepted. Do not accept the status quo, because there is an obligation to the profession--not to accept things as they are. Be innovative when you can. Concentrate on the responsibilities and the duties to be performed. Continue to work with people, for everything starts with people and ends with people.

ROLE OF THE LIBRARY TECHNICAL ASSISTANT IN THE COLLEGE LIBRARY

by

Sister Alberta Abell

"Change" has become as accepted in our normal daily life as night following day. "Everything is changing" we so often exclaim. True, then why not expect and accept a few changes in librarianship. Let us seriously consider THE change creating library technical assistants as part of library service. In the past we have never had a "middle level of staff", especially one that has some formalized library training. This paper will concern itself with the service such a staff may enjoy in the college library.

Do I believe there is a role in the college library for a library technical assistant? In fact, I do believe there is; with some qualifications. There are many definitions of titles for the library technical assistant. Such titles may include the semi-professional, sub-professional, the para-professional, the supporting staff, library clerk, technical aid. The library technical assistant is a person whose minimal two year college course in general education that includes library instruction above the student use and clerical work levels, prepares him to serve as semi-professional library worker.

This preparation covers a wide latitude. The library technical assistant is not a clerk and he is not a professional librarian. Clerical staff are trained in office skills and routines that are not unique to library work. Such training includes typing, filing, and the operation of office machines, all of which may be transferred to office work in any business organization. The library technical assistant goes beyond the clerical in that the training includes skills unique to library work. This training for the technical assistant would require knowledge in such skills as bibliographical searching card catalog filing, acquisitions order work, business procedures, posting, circulation, statistics, simple mending and bindery work, checking cardex, checking orders, and the like. It appears that time has come in librarianship for a redefinition of library personnel structures and a revolution in job description. Most contemporary writers concerned with this topic believe that there are three levels working in the library: the clerical, the semi-professional, and the professional. The clerical and semi-professional have been described above. Naturally, the professional level calls for management and decision making based on knowledge of books and information. Such a one is responsible for the goals, the functions, and the efficient services which bring books and readers together.

Many professional in library work while lamenting the "shortage of manpower" are reluctant to accept the library technical assistant. Yet this "middle group" has emerged from a kind of evolutionary process which comes about by necessity, even if professional leadership does not always recognize it. They have come into being because of a real need for the specially prepared worker who can assume functions under professional direction which could not be performed by skilled workers or clerical persons. It would appear that professional leadership would be happy for the opportunity to become, at long last, a real professional and leave what Reynard Swank terms "the journeyman tasks that keep the library operating" to the library technical assistant. Yet we wonder how many of the professionals are deciphering the handwriting on the wall?

Is the LTA Program recognized by leaders in the field? In 1966, the American Library Association recognized the crisis in library manpower. To meet the needs, the Committee of Library Administration Division (LAD) and the Library Education Division (LED) drew up "Guidelines for Training Programs for Library Technical Assistants". Their report was accepted by ALA. At Midwinter LAD and LED published "Criteria for Programs to Prepare Technical Assistants." This places a stamp of approval on the LTA Program from the official library association. The Federal Government recognized LTA in 1966 when the GS-1411 series job description was established. In 1967 the Council on Library Technology (COLT) came into existence when forty-eight persons from the United States and Canada came together to exchange ideals concerning library technician training programs. They have had annual meetings. The Texas State Library Field Services Division funded the Tex-Tec Project in the fiscal year 1968 under Title I of the Library Services and Construction Act, Project D of the approved plan for that Title. The purpose of the Tex-Tec Project was to present a structured syllabi for the consideration of educators and librarians who were considering offering two year college course for Library Technical Assistants.

It is my belief that this middle level staff will be an intelligent group affording the professional access to all kinds of special competencies. After all, a library science degree does not always insure successful librarianship. Many library technical assistants can earn the respect of a truly professional individual. As John Dawson, Director of Libraries in the University of Delaware urges us, we must recruit with care the non-professionals just as we do the professionals.

Because we are concerned with the role of the library technical assistant in the college library, one might say that the college or university staff realizes it is serving in an intellectual milieu with professional colleagues who are often engaged in advanced research. Some college and university librarians claim they prefer to train a college graduate in semi-professional library duties than to accept a library technical assistant with only two years of college, yet with training in library techniques. Can this reasoning stem from a failure to study the basic problem of having clearly defined the professional work of librarians, so that professionals may continue day after day to perform many sub-professional chores that could be allocated to a trained library technical assistant? John Marshall, Assistant Professor in the School of Library Science in the University of Toronto, writes in Library Occurrent that opposition to the library technician, stemming from fear of loss of security and professional status, has slowly given way to recognition and support.

Besides challenging the professional to reevaluate her role, the library technician program can challenge the graduate library school toward excellence. The technical assistant program is being promoted by the Junior College--not by the Graduate Library School. This is as it should be. We all realize that because of the rising level of academic achievement in both high schools and colleges, it can be assumed that the role of the potential technical assistant is better now at the end of the two years of college than it used to be at the end of four years of college. By the same token, the courses on the graduate level should be more stimulating to challenge the student.

The curriculum offered by the Junior College to the technical assistant should be a unique curriculum quite distinct from the present course offerings. The trained library technical assistant may supervise much of the performance of the clerical worker also. As has been mentioned previously, a good technical assistant program may stimulate graduate library schools to reevaluate and reassess their course offerings. At the present the library technical assistant curriculum offers in its two year college course thirty-nine hours in general education, twelve hours in library technician education and thirteen hours in electives. These thirteen hours would leave the student free to explore his own special aptitudes. The six courses in library technology will encompass the content suggested by the job specifications in the GS-1411 series. It is hoped these courses will be presented in such a way as to prevent infringement in professional library education, and yet permit articulation.

The Library Education Newsletter of May, 1968, outlines the abilities required for acceptance in the library technical assistant program.

Abilities required in library technical assistants:

1. Sound basic intelligence demonstrated by satisfactory completion of secondary school education and probable ability to work at a level above the clerk.

2. Training or experience in library techniques superior to that obtained by a clerk or typist but without other depth of theoretical knowledge or subject background expected of a librarian.

3. Knowledge of basic clerical skills such as typing and filing. (May not be required of all technical assistants.)

4. Since duties will involve work with the library's public and staff, possibly in a supervisory capacity, a stable personality and sense of tact are important qualities.

5. Within established guidelines, the ability to use independent judgment, to make decisions and recognize problems to be referred to the supervisor.

6. Ability to understand and follow written and oral directions, to communicate effectively verbally and in writing.

7. Aptitude and interest in library work and for work requiring exactness in detail.

These requirements demand dedication, intelligence, and judgment. It is hoped that the technical assistant will be stimulated by acceptional and successful preformance so that he may want to continue his library education in graduate work.

The main functions of the ordinary college and university library are ordering and acquisitions, cataloging and classification, reference and circulation. In all these functions the library technical assistant can play a very important role.

In ordering and acquisitions, the assistant can verify entries, (how wonderful, if the technical service librarian could say "check this entry in the CBI, and the assistant would be on the same wave length--no questions!!!) check orders, check books received against books ordered, tally and file bills, keeping records, check books for defects, open books properly, letter books, paste pockets, file acquisition slips, help in other mechanical preparations of books and non-book materials. Often the technical assistant could supervise clerical workers in sending letters, tracing books, and non-book materials. In classification and cataloging the assistant could make added entries, process new editions, letter books, add duplicate copies, send out Library of Congress order cards, do shelf listing, filing, physical maintenance of the card catalog. In circulation the library technician could check ID cards, register borrowers, file overdues, post fines, answer questions on borrowing policies, reserve books for borrowers, check books in and out, keep statistics, list books requested which more than one copy is needed or books needed which the library does not own. In reference, helping readers use the card catalog, making out interlibrary loans, locating bibliographic information (checking in journals, preparation of journals for binding could in a large library belong to a serial and documents librarian), preparation of pamphlets in files or vertical files, labeling and maintaining picture files and visibible cardexes, maintaining a local history file, keeping records of unanswered and answered questions, help in annual and monthly reports, typing up bibliographies, checking faculty reading lists. In the audio-visual area, records, various microforms, tapes, overhead transparencies, have to be checked, classified, and prepared for use, made available, checked in and out. Special media may be prepared and maintained.

In the literature, one finds articles on the place of the library technical assistant in public libraries, in school libraries, and in special libraries --few mention the college library. Can this be because the clientele is so special? That the whole collection is geared to research and higher education? Can it be the professional leadership is smug? One does not find the whole answer. However, successful library technical assistant programs will serve to clarify what are professional and non-professional tasks in libraries and will demand a genuine redefinition of the real professional librarian.

One public librarian from Wickliffe, Ohio, has a pertinent message when she claims that library schools are demanding only the intelligentsia, yet what public consists only of the intelligentsia? She claims we need a staff who can communicate with the middle and lower class patrons. She warns librarians against being afraid to give up a single task for fear it will not be done properly--yet delegation of duties is one of the criteria of a good manager. Is there a silent question? Do college librarians NEED technicians? Librarians have enjoyed in the past a good relationship with all information services. There are vast changes in the amount or nature of information. These changes will surely affect the staffing patterns in the library profession. Past studies indicate a shortage in qualified library manpower. Drennan and Darling's 1964-65 data showed that library non-professional staff grew fifty percent between 1961-62 and 1964-65 while professional staff grew thirty percent. We can see that, especially in later years the non-professional staff is accelerating at a rapid rate.

Cybernetics have created a whole new field of needs. The public look to libraries as chief sources of information. Cooperative endeavors, increased research, the library college concept, technical complexity of reports, documents, varied skills--all place new demands on the already overworked librarian. It is not difficult to see the need for the library technical assistant. In fact, as stated previously, the library technical assistant evolved out of these combined factors: shortage of qualified professionals, technical complexity of library management, and the demand for increased services. What kind of library assistants are needed? I suppose this depends upon the kinds of services in demand. Assistance is being sought in biological libraries, medical libraries, forestry libraries, engineering libraries. Yet it would be easy to distinguish the service such assistants will be fulfilling from the types of service technical assistants in school, college and public libraries would be giving. Different type libraries would have different type needs. When leadership in all types of libraries become convinced that some of the work in the library can be done efficiently, and effectively, we shall see a great increase in the library technical assistant The program cannot develop until there is a job placement; once the need is established, a good sound educational training program can be set up which will allow the assistant to start on a job with commensurate salary and the capability to grow. The program can be constantly evaluated and up-graded, and improved with fresh demands. There should be some student recruitment. Of course, the program will demand competent teachers suitable for this type of training. There are many problems yet to be solved in the evolution of this vocational program. Standards have to be maintained; course content must be determined, programs must be examined and evaluated. In reality, the success of the Library Technical Assistant Program will depend on the performance of the graduates. It is my belief that we should provide them an opportunity to prove their capabilities.

THE LIBRARY TECHNICAL ASSISTANT IN THE SPECIAL LIBRARY

by

Marian S. Veath

LIBRARY OPERATIONAL ORGANIZATION

I. Acquisitions
   A. Ordering
   B. Receiving
   C. Checking
   D. Claim missing items and damages
   E. Translations (know who and how much; own staff, own company, outside; costs; quality;)

II. Processing
   A. Cataloging
   B. Filing (catalog cards)
   C. Microforms (microcards, microfilms, microfische)
   D. Audio-visual equipment (tapes, records, TV tapes)
   E. Library displays (bulletin boards, samples, special events, library items)

III. Circulation
   A. Route periodicals
   B. Regular circulation (records, recalls, special handling)
   C. Interlibrary activities (local, own company, national, international)
   D. Shelving and filing of library materials

IV. Library Personnel
   A. Orientation to company
   B. Orientation to library
   C. Orientation to each of library jobs
   D. On job training
   E. Continuing education
   F. Personal attention (family, to just the discrete amount)
   G. Keep personal data on staff members (record of performance, upgrading)
   H. Keep personnel informed on state of business of the company

V. Services and References
   A. Product
      1. Technical research (chemistry, physics, technology, product development)
      2. Engineering development
      3. Manufacturing development and processing
      4. Marketing - sales - advertising
      5. Central files on each product developed
      6. Use and care books
      7. Consumer's relations including consumer's magazine
      8. Annual reports, business meetings

B. Personnel (company)
   1. Business
      a. Orientation to library
      b. Fields of interest
      c. Technical writing (company and outside)
      d. Project assignment (assign staff member to project for period of time)
      e. Help company personnel adjust to mechanization (microforms, for example)
      f. Help with development of company suggestion plans
   2. Personal
      a. Hobbies
      b. Talents
      c. School work
      d. Provide educational and entertaining programs at noon
      e. Family (children's use of library for school work)

C. Environment
   1. Library image
   2. Public relations
   3. Community relations
   4. Tours
   5. Library programs (national library week)
   6. Community College
   7. Company house organ

D. Reference queries
   1. Short on the spot answers
   2. Long searches with abstracts
   3. Bibliographies
   4. Referrals
   5. Product, function, development, discussions
   6. Know who knows what (person to person contacts very important)

SUGGESTED SPECIFIC TASKS FOR LIBRARY TECHNICAL ASSISTANT

(Provided appropriate education, orientation and training are given)

I. Assign library technical assistant to a research project director and his staff for 1-2 months
   A. To work full time for seeking out and acquiring information pertinent to project
   B. To acquire props, samples, and the like from competitors and other parts of company, as well as slides and audio visual aids
   C. To help compile data and write reports
   D. To keep track of all information concerning project
   E. To help present research to appropriate people
   F. To help close the files with product or research accepted or rejected

II. Library Public Relations
- A. Community
  - 1. Cooperate with other libraries on programs
  - 2. Cooperate with schools on student use of library for special research projects
- B. Company personnel
  - 1. Recreation (sports, hobbies)
  - 2. Continuing education
  - 3. Etiquette
  - 4. Library programs
- C. Product
  - 1. Displays
  - 2. Competitors
  - 3. Design center
- D. Company awareness of library
  - 1. Displays and bulletin boards
  - 2. Reading contests
  - 3. Suggested reading lists
  - 4. Library bulletin
- E. Publicity materials
  - 1. Library brochure
  - 2. Book marks
  - 3. Special events calendar and notices

III. Interlibrary Loans (use of TWX)

IV. Talk with Potential Librarians and Potential Library Technical Assistants

V. Housekeeping
- A. Shelving, keep straight shelves (shelf read)
- B. Keep collection in good repair
- C. Decor suggestions
- D. Keep note paper and pencils for library patrons
- E. See lights are on and working
- F. Clean when necessary

VI. Circulation
- A. Overdues
- B. Recalls
- C. Missing volumes
- D. Issues and books

VII. Education
- A. Library orientation to library staff members
- B. Library orientation to patrons of library

VIII. Translations (language translation by technician if capable)

IX. Card Catalog
- A. Revise after cards are filed
- B. Pull sets of cards for revision
- C. File cards
- D. Replace worn-out cards

X. Inventory (Shelf read, locate missing books if possible)

XI. Library Materials Arrangements
- A. Shelves shifted
- B. File drawers
- C. Tapes, records filed
- D. Keep aware of new methods of shelving, marking and handling library materials

XII. Compile Lists of People (Who Knows What)

XIII. Work with Professional Societies and Associations

XIV. Continue Own Education
- A. Subject
- B. Library Science
- C. Find out own talents (art, music, chemistry, home economics and emphasize these)

PUBLIC SERVICE AND THE LIBRARY TECHNICAL ASSISTANT

by

Barbara Pickett

John Dewey is reported to have said, "if we once start thinking, no one can guarantee where we shall come out, except that many objects, ends, and institutions are doomed. Every thinker puts some portion of an apparently stable world in peril, and no one can wholly predict what will emerge in its place." I'm sure no doom is intended nor do we have any intention of putting our unstable world further in peril, but we must think and hopefully we shall come out rather well.

I am equally as sure that by this time you have defined the technician. But let us review the definitions of the Random House Dictionary of the English Language:

> Technician - 1. A person who is tranined or skilled in the technicalities of a subject or 2. A person who is skilled in the technique of an art.
>
> Technique - 1. The manner and ability with which an artist, or the like, employs the technical skills of his particular art or field of endeavor; 2. The body of specialized procedures and methods used in any particular field; 3. Method of performance; 4. Technical skill, ability to apply procedures or methods so as to effect a desired result.
>
> Technical - 1. Belonging or pertaining to an art, science, or the like; a technical skill; 2. Peculiar to or characteristic of a particular art, science or profession; 3. Using terminology, or treating subject matter in a manner peculiar to a particular field; 4. Skilled in or familiar in a practical way with a particular art, trade, etc; 5. So considered from a point of view in accordance with a stringent interpretation of the rules.

Much of this is excessive, but it begins to set our scene.

A brief leafing through Library Literature index indicates that there has been continuous interest in the subject of the non-professional librarian. In 1922, there was no such entry noted in the index. This is not however to indicate no information on material. The first entry noted for non-professionals was in 1938 and the few articles indicated emphasis on the clerical and routine duties. Between 1949 and 1951 the entries picked up with more discussion on training. In 1960 there were articles relating to the library technician but these appeared to be specifically associated with special libraries. By the later 60's this cursory check revealed that there was a shift of emphasis on who was included in the non-professional area. The level was being raised. The term was being borrowed by other than special libraries and in 1967 the library technician received his own entry although it

was followed by: See non-professional assistants. Within the past five years the library technician has really become an issue and seems to have settled on a third level which is an intermediate level between the professional and clerical.

The literature on the subject has registered opinions both pro and con. My general impression is that the "how" in the creation or development of the library technician is more problematical than the "whether." The training is an issue. Some suggest the two year vocational program; some suggest training as part of an under-graduate degree; some suggest state library sponsored programs; some suggest public library in-service training programs.

One peculiar feature of the matter of this category of personnel which others prefer to call supportive staff is that of terminology. There is non-professional. This has the disadvantage of being a negative term. Semi-professional is better, as it indicates half-way there. Some have tagged it super-clerk, as the area goes beyond clerical routines, but in this day of super everything this term simply calls up an image of physical dimensions. I have seen mini - librarian but immedicately the mini-skirt comes to mind and I would discard this term lest the librarian, or whatever level, be regarded as a passing contemporary fad. I think technician sounds too mechanical because it sounds devoid of the human and service side of what libraries are all about. But I suppose the term library technician is as adequate as any.

There are also those who feel that the whole idea of such an assistant and the implementation of these ideas are steps in the wrong direction. The fear has been entertained that the possible emphasis on how to do things instead of exercising creativity is an unhealthy sign. And while the programs and standards under development do specify that these people are not purely librarians, this group does indeed get hired as librarians. If one is trained as a library technician, or even receives in-service training, he is often not hired as nor used as a technician but is often hired as and used as a professional librarian.

In spite of the debates and whatever the group may be called, one fact stands clear--the library technician appears to be emerging as an entity. This is not to negate all of the effort spent in trying to achieve professional recognition for librarians, but with this supportive staff and by utilizing it to the best advantage, librarians can perhaps better work toward their over-riding obligation of providing the best people we can to give the best possible service in our libraries.

Dr. Walter Brooking of the U.S. Office of Education has spoken of the subdivision of professional work which has emerged in the physical sciences, such as the researcher and those who apply, and the large scale application of science has made it necessary to developed this special assistants known as technicians. Now the library field needs special assistants. It is clear that library schools will not produce enough professional librarians to meet the increasing needs of libraries so other solutions must be sought. The need continues to far out-run the supply. Adequate support may make for more productive librarians. All of which brings us to the topic of public service and the library technician.

We may define adult service as work with adults, stressing the techniques and psychology of helping patrons to select books and other materials best suited to his needs, with emphasis placed on knowledge of books and their guides, providing him with information, instructing him in self-help techniques and providing service in interpreting the total collection in the light of the community.

In the Louisville Free Public Library the adult services presently comprise the Reference Department, the Circulation Department, the Extension Department, and the Audio Visual Department which will be excluded because this service will be discussed later. (The Children's Department does much the same on a scale geared to children and parents. The Extension Department incorporates the branches which deal on a close basis with both adults and children in a localized area.)

Reference work is normally meant to indicate work with individuals which produces specific information as an end product. It may be much or little. It may be stremely complex or it may be simple. It may result in a set of books or one word. It embraces a knowledge of tools, selection of tools, some knowledge of the various disciplines, some knowledge of the literature of various fields, and in a general department, a desirable proficiency in as many areas as possible. The activities are far-reaching in order to carry searches to reasonable conclusions and the search may extend from the reference room to another library.

All librarians are challenged to identify their tasks specifically and pull them together in order to be guiltless of using librarians in non-professional areas. There will of necessity be variance with different situations. Care must be exercised because the public has a way of considering as a librarian anyone who helps them.

First, one should mention some of the requirements that this public service technician must have:

1. Sound basic intelligence.
2. A reasonable degree of common sense. (Although the technician should be guided by established policies and procedures, the public is sometimes unpredictable.)
3. An interest in and some knowledge of books and reading and a desire to assist people gain information, education and recreation through the use of library materials. (This is what a library is about. If one has no interest in people and their needs, one has no business in public service.)
4. A stable personality and a sense of tact.
5. A friendly manner - this is vital. (Patrons are neither criminals nor children to be scolded.)
6. Judgement - which is a near relation to common sense. (Must be able to recognize problems to be referred. This includes a knowledge of one's own limitations.)
7. An emotional commitment to the job. (By this is meant not being emotionally disturbed nor being overly reactive but having the same kind of serious dedication to what one is doing that one has to one's paycheck.)
8. Ability to communicate with people.

9. Ability to communicate on all levels - the intellegentsia, the middle class, the lower class, the workman, the children, the deaf mute.
10. Alertness. (Change in a periodical title.)
11. Aptitude for work requiring exactness in detail.
12. Ability to understand and follow written and oral directions.
13. Maturity and self-control.
14. Capability to grow.

Now what can this gem do in public service? Keep in mind that the technician uses some independent judgement and makes decisions within guidelines but consults with librarians or supervisors on unusual problems and works under general supervision.

In reference the technician may: Answer directional questions; answer questions not requiring the broad background demanded of the professional, but which can be found in many handbooks and elementary ready reference tools; answer questions in the field of a specialty such as art/music; locate bibliographic information, verify titles, publishers, prices, dates; handle information from special tools such as bankers' directory; recommend books in subject specialty; prepare holdings lists; handle directory service such as telephone and city; give elementary instruction in the use of the card catalog; handle interlibrary loan.

I am a firm believer that in the goal of total library service, as much as possible should be expedited prior to the point of patron contact. In the reference alone, there are many jobs which must be done in the background to make for efficiency at the point that a patron makes an inquiry.

Some things technicians may do: Supervise shelf reading, supervise special collections (college catalogs, industrical directories, telephone directories), maintain bulletin boards, index book reviews, prepare material for binding, maintain special file indexes (such as coat of arms), supervise checking of new microfilms, check in new titles received, supervise pages, keep reports, check newspapers for clippings, update special files (such as vocational), assist in upkeep of vertical file, check bibliographical information prior to making an order for books, supervise filing of updating services.

In the Circulation Department activities center on the mechanics of circulating a book as well as on readers advisory services and inquiries involving the policies of charging out materials for home use. Those persons who have a broad general educational background can fill general assistant type positions in this Department. They can also register borrowers and explain loan rules, reserve books, handle overdue notices, supervise circulation desk, charge books, keep records, index book review sources, prepare displays, prepare book lists, supervise picture files, and prepare book talks.

In the Children's Department much the same can be done as mentioned above, with storytelling added as a specialty. In the Branch Libraries the service and duties often overlap.

If librarians can utilize the support that is being recognized and can correctly place with supportive staff many of the tasks heretofore generally recognized as professional, better use can be made of the professional skills available.

We have started thinking; it is hoped we all come out well.

PROCESSING AND PREPARATION OF MATERIALS AND THE LIBRARY TECHNICIAN

by

Ronald F. Deering

One must recognize at the outset that the possible utilization of the library technician would vary considerable depending upon the size, nature, and complexity of the library in question. The word library is really not very specific because this one and the same word can be applied to everything from the modest collection of books in a person's home through the mammoth thirteen million volume repository of knowledge which we know as the Library of Congress. This is not to say that the library technician may be useful in one and not the other type of library, but is to say that his usefulness and function might vary radically from library to library. In the smaller, less complicated library he might be doing a large number and variety of jobs, or even almost what some professional librarians are employed to do today. In a vast research library his function could be very specific and much more narrow.

The terminology "Library Technician" has been objected to on grounds of its use in medicine, dentistry, electronics, and other areas of work. These objectors prefer to speak of the "Library Technical Assistant." I prefer the former terminology precisely because the usage has been well established in other fields as related to supportive, para-professional people who help doctors, dentists, surgeons, and engineers. Further it appears favorable to me as being shorter and is a more aesthetically pleasing job title. One should note that it is precisely the function of the qualifying word "library" to apply the word "technician" to its relationship to the library rather than to some other field. Furthermore, the term "technical" has already received a rather specific meaning in library service in the phrase "Technicial Services"; but so called "Library Technical Assistants" may not work in Technical Services al all, but in Public or Readers' Services.

"Technical Services" is the work in libraries which is paralleled by the Readers' Services or Public Services Division. That area ordinarily includes circulation, reference, research, and readers advisory services.

Let us now turn our attention to the position of the library technician generally. Admittedly this is a controversial area, and as is so true with most controversial areas there is value to be observed on both sides of the argument. The development of the role of the library technician relates to several important areas of the profession: library administration, library education, and the sense of status of the professional librarian or the professional prestige of the librarian. I think the real roots of the development of the library technician are to be found in the practical existentialities of everyday work, as do the roots of most innovations. Library administrators have simply found that there are not enough professional librarians to get the work done that needs to be done today, much less to fulfill the estimated needs of the near future. There were not enough librarians available and the market for their services meant that when one could find a prospective librarian employee the price for salary was relatively high for the budgets involved. It was a self-defeating game because the still relatively low

salaries and often routine jobs were not attracting near enough new recruits into the profession, people who would be required to have a college degree plus an arduous and expensive Master's Degree, available only in a relatively limited and small number of schools. With a new government support of library services, the extension of public library service, the growth of academic librarianship, and especially the development of secondary school libraries, and more recently the elementary school libraries these mounting problems of library personnel were magnified many times, not to speak of the growing amount and complexity of publication and library communication services. In 1965 the "National Inventory of Library Personnel Needs" indicated an urgent need for 100,000 librarians. Though based on American Library Association standards rather than actual budgeted positions this is still a very impressive indication of the need of professional library personnel. The Office of Education indicated a slightly more conservative but still rather impressive estimate of 78,200 librarians needed by 1970. At the same time Columbia University, with its probably most prestigious library service school in the country, was producing only one library science graduate for every 1,400 other students which it graduated.

Faced with these situations library administrators and some of the forward thinking leaders of the profession began to think of the development of a sort of para-professional personnel, the library technician, to fill up this slack and shortage. It was thought that the educational requirements need not be so high for this person, and lower salaries appropriate for them could be supported by the library budgets.

It was natural that two elements of the profession should feel some anxiety at this development, namely library educators and the status security of the practicing professional librarian. Library educators had struggled and worked hard over a long time to establish very high standards for the professional librarian, including college education and a Master's Degree. They had done a very excellent job in producing a very fine curriculum and well-trained and educated librarians. Naturally they instinctively feared suggestions that might lead to a short cut to becoming a librarian, a short cut that would by-pass the Graduate School of Library Service and make a "Librarian" out of a high school graduate with a few "how-to-do-it" courses in a college, junior college, or other library technician training program.

Some practicing professional librarians also became upset because they feared that the rising library technicians would displace them and take their jobs, or at least lower the compensation that librarians receive for their work.

It seems to me that all this represents but the "boogy men" of something new and different, and in substance is but the unwarranted fear of those who are either insecure or resist change; that in fact the development of the library technician can be a boon to librarianship--professionally, educationally, and personally.

One of the constant complaints of practicing professional librarians is that they are given a graduate education with emphasis upon judgment, administration, and philosophy and then are asked to perform routine, repetitive, and clerical jobs in the field. From the administrator's point of view there was no one to hire to do library work except

professional librarians who had received an education very much the same as his own and who would probably resent many of the important but repetitive and routine tasks that would make up their daily work. It appeared that the use of library technicians with less stringent educational requirements, more manageable salaries, and hopefully available in large numbers would solve problems of work satisfaction, budgetary limitations, and personnel needs. Professional, fully trained and educated, broadly competent librarians will still be needed to administer libraries and programs and to supervise the library technician; but then they could be freed more completely from the routine, the repetitive, the clerical, and the manual to do the really intellectual, professional, administrative, judgmental, and philosophical work of the library profession. True there probably are some librarians now doing work that the library technician could do, but that is often because the professional librarian is doing work that does not require his full training and that actually takes away his time for truly professional work. I view the library technician not as a threat to the truly professional librarian but as a helping occupation much as nurses, medical technicians, and technologists are to medical doctors. They help the doctor and free him from details so that he can do his professional work, they surely do not displace doctors but enable the doctor to get more work accomplished, work which the technician is not competent to do. Not only could the professional be increased as his Master's Degree really begins to count for something.

From the standpoint of the library schools, I think they too need not fear their development, for then their much espoused professional role for the librarian can become a reality as their graduates become supervisors, administrators, and do the planning and direction of library work rather than doing it all themselves. They also will be the ones who train the teachers for the technician schools.

The big danger would be for the schools, associations, and practicing professional librarians to turn aside from their new development and allow it to grow up outside of the profession without the guidance and direction that the profession can give.

In March, 1965, the Executive Board of the Library Education Division of the American Library Association issued an official statement denouncing all junior college library technician programs. In 1968, however, that error of staying out of the ball game, or worse still of trying to take the ball and going home, was corrected. An Interdivisional Ad Hoc Committee of the Library Education Division and the Library Administration Division approved an acceptance reported in the April, 1968 ALA Bulletin. It was followed in the October, 1968 issue with a proposal of Lester Asheim, Director of ALA Office for Library Education, for library personnel of five types: Library Clerk, Technical Assistant, Library Assistant, Librarian, and Professional Specialist.

The educational background of the technical assistant is variously proposed as (1) high school graduation, plus technical skills learned in business schools or community colleges, (2) junior college graduate with a minor in library technology.

Let us now turn to consider more specifically the posible function and work of the library technician in the processing and preparation of

materials. This division of library work has come to be designated Technical Services as over against Readers' Services. The best general and most comprehensive survey of this work is Maurice G. Tauber's Technical Services in Libraries. In short this field covers the acquisition and preparation of library materials for use.

In a small library a technical assistant in this area might assist a professional librarian or even the head or only librarian in many or all of the functions and areas in technical services. In a large, highly complex departmentalized library he may work in an expert fashion with only one element of technical service.

Libraries have long been using non-librarians to perform some of these tasks. We called them clerical or subprofessional. We had to train every one of them from scratch. What is now proposed is that these technicians could come to us with basic training and we would not have to waste so much of resources of time and money in non-productive and repetitious training of personnel in routine library technical skills. It would be similar to every medical laboratory having to train its own medical technicians.

Let us then discuss the areas and nature of library technicians in this division of library service.

Administration, policy making, co-ordination, and general direction is an area where he must be ruled out. His training and competence are not adequate to direct the program of technical services. There are however many aspects of most of its integral parts that he can do.

Books and other library material selection is one of the first areas to be considered. In many ways this activity could be looked upon as the heart of librarianship. Of course the more selective the library must be because of limitations of money or other resources the more crucial are the materials selection decisions. In no library is it wise for a limited Technical Assistant to do the materials selection. This is a challenge even to the fully trained experienced professional librarian, even with subject competence. This requires the finest expertise to judge values, to maintain proper balance and proportion, and to select wisely in execution of the policy and purpose of the library and in building the collection. However, there are many things the technician can do to aid the selector. He can hunt reviews and annotations, gather them, collate them, organize them and help the selector have quicker access to them. He can sort Library of Congress proof sets and throw out those which obviously fall outside areas of collection. In situations where committees or faculty participate in book selection he can assist in getting information, announcements, catalogs, and reviews into proper hands. In certain situations he could supply biographical and bibliographical data on authors.

In the ordering of materials the technical assistant can be very useful. He can fill out in detail book order slips or multiple order forms from lists or check catalogs from the materials selector. He can do the bibliographical verification and completion of information for items selected or requested. Usually this skill can be based on a relatively small number of tools even in a relatively large and complex library and

can be learned fairly easily. For more difficult problems he can consult his professional librarian supervisor. The technician can then check to see if the requested item is already in the library, on order, or "in for processing." The technician can type the book orders and mail them. He can file, maintain, and service order and processing slips including the "approved for purchase file," the "want-list file," the "on-order file," and the "in-for processing file." He can of course keep the accounts of funds expended, properly allocated, for the professional librarian's guidance in maintaining balance and proportion and in complying with materials selection policy and budget allocation. When the materials come in he can check them in, receive and check invoices, move slips from order to processing files. He can put ownership marks on each item. He can check each item for defects. He can cut the pages in uncut bound folded signatures. He can make the initial entries on processing slips that may serve as a rider with the book during processing.

The technician can be very helpful in checking the Desiderata or Want List of Out-of Print items against used book catalogs and searching for them on exchange lists before passing on the lists to the professional for other selections.

He can check the collection against standard and accrediting lists and bibliographies of material to assist the book selector in retrospective selection.

In the cataloging department there are many other tasks that could be done by the technician. Of course again policy, administration, co-ordination, and supervision along with the more difficult tasks are the province of the professional. Cards for materials for which cards are available from Library of Congress, Wilson, etc. could have been ordered by technicians in the order department. In either case they may be filed by him as they come in for subsequent union with the book. They can type on the added entries and subject headings from the tracings, assign cutter numbers, and type on classification and book numbers when already adequately available. They can add acession numbers when used, fill out the acessions record, and prepare the shelf card. In some cases professional librarians will want or need to check this work or in more routine situations it may be allowed to stand without further examination or revision.

In the case of books which must receive original cataloging, probably this cannot be placed upon the technician at least not fully, completely, or without close checking and revision by a professional. He can of course type those original cards according to established format routine, type the added entries and subject headings from the tracings.

Technicians can of course do the other physical processing of the book for use. They can handle book jackets, dust covers, blurbs, insert date due slips, prepare and insert book cards and pockets where used. They can mark the shelf number and other information in the book and appropriately inscribe the shelf mark on the spine. Technicians can file shelf cards and catalog cards especially with some training and early checking by professionals.

The serials processing is another function which usually falls in Technical Services and in which the library technician can render valuable service. He can check-in periodicals and series as received, make records of arrival and holding, and can appropriately mark the periodical or serial for use. This can be done either manually or with data-processing equipment by the technician. He can check for issues and numbers which have not arrived and claim them. For help in the more difficult work of establishing entries and cataloging periodicals he can consult the professional librarian. He can box and appropriately label certain periodicals. He can prepare periodicals for the bindery and carefully check for and obtain title pages and indexes. The technician can assist in the cumulative indexing services and see that issues come or are claimed promptly and are disposed of when superseded.

Binding is another area of technical services in which the library technician can serve very effectively. In addition to processing periodicals for binding he can process books for binding. There are increasing numbers of important books, as there has always been from Europe, which can be purchased only in paperback. The technician can survey the stacks for books which need rebinding or repair. He can send these to the bindery, making binding slips, checking out the books, make out bindery orders, send the books, check them in upon return and examine periodicals and books for proper binding and lettering.

Technicians can even be used in some libraries to do at least much book repair, all pamphlet binding, and the more simple and easy binding of books. This involves the check-out of material, the work itself, and its return to the charging desk. They can letter spines with titles, authors, and shelf numbers.

Technicians may prepare other materials for circulation and use; such as phonodiscs, tape recordings, musical scores, filmstrips, slides, and motion pictures. This usually involves labels, boxes, and borrowing cards as well as marking and other physical processing.

There are many functions of preparation, service, and use of audio-visual materials that technicians are admirable suited to perform and this area is sometimes under Technical Services. Since it is to be treated in a separate lecture, we pass over it here only with this bare but important mention.

The library technician can serve usefully in gifts and exchange work. He can compile lists of duplicates and other discards for exchange. He can circulate and service these and promote such relations with other libraries. He can do preliminary work on such lists received from other libraries and upon gift books received before passing them on to the professional librarian selector.

Photoduplication is another area in which technicians may serve very well. This may be attached to technical services divisions or circulation or reference departments in libraries. They may become very proficient in the service and use of microfilm printing machines, xerox machines, and other photoduplicating machines, even including microfilming operations where it is extensive and routine. Certainly they can be very useful in running xerox reproduction of catalog cards from proof-sets of cards or original cataloging.

In my opinion, circulation more properly belongs in the readers' services division of the library. Three factors, however, influence me to mention it here at least briefly: (1) It is included by Tauber in his treatment of technical services and it does have features to it that lend weight to this disposition of it; (2) Mrs. Pickett indicates that she gave very little attention to it in her presentation relative to the library technician in readers' services but devoted most of her time to reference, research, bibliography, and readers' advisory work; (3) It is an area where library technicians can be especially useful.

Again they cannot set circulation policy, establish routines, co-ordinate and direct work here. This belongs to the professional librarian. Innovations and improvements can then be studied and achieved by professional librarians, freed from the constant repetitive routines of the circulation desk. Technicians can charge out materials, file book cards, handle renewals, reserve or holds, pull overdues, notify delinquent borrowers, collect fines, and check-in returned materials. They can check returned material for undue damage. They can maintain statistics. They can refer delicate or exceptional problems to the professional librarian, but the extremely repetive work of circulation can to a large degree be largely handled by the library technician.

Therefore what we want to see in the library technician is a person trained and skilled in the helping and routine techniques of library science in order that the professionals may give themselves in a way they have rarely, if ever, been able to do to the genuinely professional work of librarianship; to its planning, co-ordination, and administration; its policy and technique development; its direction and supervision; to studying and keeping current in its development. The acquisition librarian will be freed for these general functions and can become a real selector of library materials and a builder of the collection. The catalog librarian can keep up with cataloging and classification theory, advances, and co-operative systems. The circulation librarian can study library use and give attention to improvement of circulation procedure and policy. All in all, if properly used library technicians can help professional librarians become what they have always wanted to be--professionals.

AUDIOVISUAL SERVICES AND THE MEDIA TECHNICIAN

by

James A. Norsworthy, Jr.

Before discussing audiovisual materials and the way that the media technician will become a part in both producing and making them available to the patron, it might be helpful if we were to stop for a moment and define the main term. The term audiovisual (usually written together as one word) comes from the Latin words simply meaning "to hear" and "seeing or sight". As the term is used today, it usually means to include all experiences and devices which fall into the categories of sight and/or sound. Usually educators have grouped audiovisual media into three groups:

1. Nonprojected material: flat pictures, charts and graphs, objects (relia), specimens, models, maps, globes, demonstration boards (e.g. chalkboards), bulletin boards, magnetic boards. Also such activities as field trips, exhibits.

2. Projected materials and equipment: slides, filmstrips, transparencies, projected opaque pictures, motion pictures, video tape and video tape recorders, television.

3. Audio materials: recorders and record players, audio tape and audio tape recorders, radio and central sound systems.

You may well give some thought to the variety and types of information and wonder as to just why it exists at all. The main purpose with any item of media however, is not to become so concerned with format as with the main idea behind any type of use--COMMUNICATION.

I. VALUES OF AUDIOVISUAL MATERIALS

In general, research has shown that audiovisual materials can be very effective in strengthening the process of communication. The combined results of many studies has shown the following series of values that are derived from the use of audiovisual materials:

1. They stimulate a high degree of interest;
2. They provide a concrete basis for the development of understandings;
3. They supply the basis for developmental learning which helps to make learning more permanent;
4. They provide experiences not easily available in other ways;
5. They contribute to the growth of understanding;
6. They offer a reality of experiences which stimulate individual activity;
7. They provide motivation for further investigation (which increases voluntary reading).

II. TYPES OF AUDIOVISUAL MATERIALS AND EQUIPMENTS

A. Nonprojected Materials

Since the beginning of time man has communicated his ideas through pictures and drawings. For example think of the drawings in the caves in France--or when writing first developed; it went through what is commonly referred to as the pictographic stage where the drawing was to stand for the word. Nonprojected materials include a long list of items which can be used to communicate ideas without the aid of equipment. Some examples of these nonprojected materials include: aquariums, plants, models, chalkboard drawings, flat pictures, photographs, paintings, drawings, postcards, charts and graphs, objects, specimens, models, mock-ups (a 3-D model which is a working replica) globes and maps, chalkboards, bulletin boards, felt or flannelboards, magnetic boards, electric boards (also--field trips, exhibits).

B. Projected Materials and Equipment

All projected materials must have a projector of some type to make them truly effective. All projectors make use of the principle of light and shadow. An intense light is directed on or through the material to be projected, sent through an optical system and focused on a screen. Also there are in general three types of optical systems in common use today: the direct, the indirect, and the reflected. Each has special advantages and limitations. Some of the more commonly used projected equipment and materials include: slide projectors and slides, filmstrip projectors and materials, motion picture projectors and materials, overhead projectors and transparencies, opaque projectors, video tape recorders, television.

C. Audio Materials and Equipment

The basic purpose of audio materials is to capture sound and recreate it at will. In general there are three basic parts to any audio equipment and their purposes are as follows:

1. Pick-up: changes mechanical impulses or vibrations into electrical vibrations;
2. Amplifier: amplifies the electrical vibrations sent to it by the pick-up;
3. Reproducer: transforms electrical vibrations into mechanical vibrations.

Examples of Audio Materials and Equipment include: record players and records, tape recordings and recordings, radio, central sound systems.

Newer Trends in Media: computerized instruction, direct dial access, remote control video tape.

III. THE ROLE OF THE MEDIA TECHNICIAN IN AN ORGANIZED MEDIA OPERATION

Perhaps by now you are wondering just where the media technician will fit into the picture of gadgets, things, people and materials of many different types. Although it is impossible in a generalized presentation of this type to name and explain all of the duties one would be expected to perform because of the variance between duties and expectations, the following may give you some idea of expected tasks:

1. Physical preparation of materials
   a. Mark of ownership
   b. Lettering,
2. Preparation of lists and orders,
3. Maintaining a schedule for the use of materials and equipment,
4. Maintaining a schedule for operators of equipment,
5. Preparation of displays, exhibits, bulletin boards,
6. Dry mounting and laminating pictures and other materials,
7. Preparing visuals such as transparencies,
8. Lettering,
9. Operating equipment,
10. Performing simple equipment repairs,
11. Performing simple repairs on damaged materials,
12. Typing catalog cards for audiovisual media and equipment
13. Filing catalogs and publication lists,
14. Filing catalog cards,
15. Preparing requisitions for materials,
16. Sorting and shelving audiovisual material,
17. Handling reserves for media and equipment,
18. Preparing "duds" or duplicate tapes,
19. Assisting in recording sessions or in the preparation of tapes,
20. Simple instruction in the use and care of equipment and materials.

THE LIBRARY TECHNICIAN AND AUTOMATION

by

Joan Titley

I. What Is Automation
   A. Broadly - Anything automatic e.g., telephone
   B. Specifically - Automated, Electronic Data Processing ("Use of mechanical and electronic equipment for processing data. Typical of equipment used for such processing are electronic computers, punched card machines, sorters and the like." Encyclopedia of Library and Information Science, V 2, p. 184)
      1. Elements of Data Processing System
         a. Input
            (1) Data or facts to be included
            (2) Form of data
            (3) Method of input, cards, paper or magnetic tape
         b. Storage, manipulations system
         c. Output - what form, labels, letters, figures
      2. Basic Card
      3. Binary - yes/no
   C. Summary of ADP use in libraries (Early as 1936 Paeker in Circulation, main use 1936 to date)

II. Information Retrieval
   A. Western Reserve Metallurgy Information
   B. National Library of Medicine MEDLARS System
   C. Computer produced, printed indexes: Chemical Abstracts, Biological Abstracts
   D. Major problem subject terminology, i.e., those putting in are not those taking out

III. Library Routine
   A. Technical Services
      1. Serial Records 1962, California (Binding/ Check In)
      2. Catalogue Card: L. C. Mark Project
      3. Acquisitions, e.g., order in process, new book list
   B. Circulation
      1. User ease
      2. Recall
      3. Overdues
   C. Interlibrary Loans
   D. Reference (See Information Retrieval)
   E. Statistical Studies
      1. Use of Material
      2. User of Material
      3. Study of Book, Journal, Acquisitions

IV. Automation and the Technician
   A. How automation has aided the development of the library technician ("Mechanization of some library operations whereby complex operation or function have been divided into a series of individual tasks, ALA, LED Report, June 1969")

1. Application of managerial techniques have forced libraries into job description
2. Application of system to libraries
3. Flow charting and job descriptions are necessary combinations

B. What a Technician Would Not Do (Based on Asheim)
   1. Keypunch or Machine Operation (Full time--this is a clerical function; however, it is essential that any technician working in any area where data processing equipment is used should know how to operate the equipment in order to understand what it can do and what it cannot do)
   2. Programs Design System (A professional occupation)

C. Activities Relating to Automation of Technical Assistant in the Following Specific Areas:
   1. Journals
      a. When a journal issue is received, he pulls from a previously punched stack of cards the appropriate card for this particular issue, in pencil he indicates the volume issue and issue number of the received journal, preparing it for the keypunch operator.
      b. When a journal issue is received he checks the codes and titles for frequency, title change, etc., the technician indicates any change in code or title. (The library technician does not do keypunching nor does he devise codes; both are professional jobs)
   2. Binding
      (When a volume is ready for binding the code for index or content has been inserted by keypunch operator on instruction from the technician. The library technician extracts those cards from the deck and gives them to the machine operator to run a list of titles ready to be bound)
   3. Acquisitions
      (Catalog copy for a book to be ordered is searched for by the library technician, verified by the acquisitions librarian and then the library technician codes the form for the keypunch operator to begin the the acquisitions routine)
   4. Circulation
      (A student page runs the photocopy of the particular item, pulls a circulation card from the back of the item and enters this item on the log; the technician correlates the pulled card with the log, processes it by adding the user's number for the machine operator and codes it for type of material, e.g., book, journal, miscellaneous, sending it to the keypunch operator to be run)
   5. Reference (Ready-reference questions and use of tools assistance)
      When a new borrower requests a library card, a simple form which has been previously prepared by the professional staff, is given to the perspective borrower who fills it in; this form is then coded using a previously devised code by the technician and given to

the machine operator; the machine operator punches the card and runs the borrower's list (In actual operation, the borrower receives his card immediately on filling out the slip because the card is plastic and consecutively numbered so that the borrower does not have to wait until this transaction is complete)

6. Information Retrieval and the Library Technician
   a. Direct work with the machine
   b. Preparation of data for machine action (the emphasis on the latter type of work for the library technician)

D. Specific Characteristics of Technicians Working with Automative Systems:
   1. Accuracy - the machine reflects exactly what you tell it; the phrase is ..."Garbage in, garbage out"...
   2. Consistency - if you are using O 1, always use O 1 instead of simply 1; there can be no variation in machine input
   3. An orderly mind - the machines work on a step by step logical basis and the person working with them must also have a logical mind in order to understand the way systems work
   4. Attention to detail - this is a part of accuracy and consistency, but it means an alert eye to note any variation, any inaccuracies or inconsistencies

V. Conclusion (A library technician can play a very useful and important role in libraries having automated systems)
   A. The library technician fills the gap between the librarians who write the requirements of the program, the programmer or the machine specialist who designs the program and the keypunch operator or machine operator who actually punches the information; between these people the library technician in every area can translate the work of the programmer to the machine operator
   B. Division Systems to improve library routines have made librarians more conscious of analysing routines and describing the training and level of ability needed to do each facet of the operation, leading to the specific definition of the library technicians's role in the library

THE FUTURE OF THE LIBRARY TECHNICAL ASSISTANT

by

George S. Bobinski

Let me begin a general discussion of the future of the library technical assistant by mentioning some of the positive factors and developments in this regard.

First, there is an will be a growing acceptance of the library technical assistant program by the library profession. There is increasing discussion about this program at national and state conferences of the ALA, SLA and other library organizations. More articles in its favor are appearing in library literature. Various officials and groups of the ALA are sanctioning and supporting the library technician idea. Examples of this are:

ALA's Library Administration Division and Library Education Division Joint Committee Report of 1968--sometimes referred to as the Deininger Report--which defined and gave classified description to sub-professionals and library technicians;
The recognition of sub-professionals (including library technicians) in the Public Library Standards of 1966 and in the more recent School Media standards;
The same recognition given by Lester Asheim in a widely distributed and discussed position paper entitled "Education and Manpower for Librarianship" (ALA Bulletin, October, 1968) and in the LED's "Criteria for Programs to Prepare Library Technical Assistants" (ALA Bulletin, June, 1969).

A second positive factor is the growing pressure for the library technician program from outside of librarianship. We have new organizations concerned with the development of the library technician such as the Council on Library Technology (COLT) and the Society of Library and Information Technicians (SOLT). Both of these are active in publications, conferences and institutes. But most active of all have been the junior colleges and other institutions which are establishing programs to train library technicians. There were 26 such programs in 1965; latest estimates place the number at 90.

Third positive factor is that of the numerous publications, surveys and research activities dealing with this topic. Among these are:

The North American Library School Directory, 1966-68 which lists individual programs in great detail;
The University of Maryland Project on Manpower for the Library and Information Science Profession in the 1970's;
The American Association of School Librarians--School Library Manpower Project;
The A. D. Little Library Survey in Kentucky.

A fourth positive factor is the creation of a Civil Service classification by the Federal Government for the Library Technical Assistant. This

occurred in 1966 when Library Aid was designated to be in classes Gs 1, 2, and 3 while the library technical assistant was placed in Gs 4, 5, 6 and 7 with appointment by either training or previous work experience as library aid. But probably the greatest factor in the continuing growth and acceptance of the library technician is the need for them in libraries throughout the United States. Library schools are just not producing enough librarians to meet the demand or the vacancies which have been estimated to be from 25,000 to 110,000 in number. There is also a growing increase in the number of sub-professional staff supporting librarians. Growing criticism continues that librarians are doing too much sub-professional work. There is an increasing realization that what has worked for other professions will work for librarianship. The library technician will lessen the wasteful use of professional staff and in turn attract more and better professional staff.

There will be more libraries in the future requiring more and a greater variety of staff to run them. In 1950 it was estimated that there were some 60,000 libraries of all kinds in the United States--public, academic, special and school. By 1965 the total had jumped to almost 75,000. I would predict that by 1980 it will reach 90,000 libraries. Our population will not only jump to 285 million by 1980 (and 400 million by 2000), but it will be a better educated population--and we know that libraries are used most by either educated persons or those seeking an education. I feel certain that federal aid for libraries will continue and increase over the long run. This will have a continuing impact on the growth of libraries and their staffs.

The two explosions in information and publishing are and will continue to have an effect on libraries. The sum of recorded knowledge is said to be doubling every ten years--whereas previously it was every 25 or even 100 years. Book production in the United States has risen from 15,000 titles in 1960 to over 30,000 titles in 1968. The United Nations estimated in 1966 that over 250,000 book titles had been published throughout the world. Knowledge is accumulating so rapidly today that it is becoming impossible for libraries to control. Past knowledge is often becoming obsolete and false. The librarian's job is becoming more complicated--additional help is needed to assist him in meeting these challenges in selecting, storing, processing, and circulating a growing variety of library materials (microforms, films, recordings, government publications) as well as providing reference service and assistance to library users.

New techniques and equipment coming into librarianship will have revolutionary impacts. Xerography, long-distance telefacsimile, computers, flexowriters will require increased specialization among library personnel. All of these changes then will make libraries more complex to manage, and there will be greater demands on libraries to more people. In all of this more staff will be needed--especially the technical assistant.

One must--in all honesty--also list some negative areas in regard to the future of the library technician. There will still be opposition by some librarians to the library technical assistant. It will be argued

that the library technician will become a cheap substitute for librarians and that he will dilute the profession. Such librarians will certainly not hire library technicians on their staff. It will take some time to create categories and job classifications for the library technician in all libraries. Some critics feel that the library technician faces difficulties in promotion opportunities since the library technical assistant has at most two years of college. He is blocked from further advancement with the requirement of a college degree or the MS or MA in Library Science. However, in very large libraries--where there are hundreds of clerical and sub-professional staff--there would no doubt be opportunities for advancement up a lengthy ladder of job classification.

Personally, I believe that the library technician has a great future. It will be an exciting and challenging field, providing a variety of jobs in a variety of libraries--public, school, special and academic.

Now let us consider an immediate situation--the information of a library technician program in Louisville at the Jefferson Community College. This is the result of over one year of thinking, planning and discussion by faculty at the University of Kentucky School of Library Science and an advisory committee of libraries from throughout the state. The program has received final approval by the Community College Council and hopefully will start at Jefferson Community College in the Fall of 1969.

This program will be a two year, terminal program. All of the courses are already there except for the library science course for each of four semesters; these are new courses and will require new faculty. The total number of hours in the library technical assistant program is fifteen credit hours.

It is to be hoped that one or two other programs such as this one will be put into effect in other populous areas of the state. These programs can serve as an important source for the needed manpower in libraries as well as a new area of employment for the Kentucky student in the community college.

LIBRARY TECHNICIAN ORIENTATION INSTITUTE

OUTLINE

I. Library Manpower and the Library Technician

II. Educating the Library Technician

- A. For the College or University Library
- B. For the School Library
- C. For the Public Library
- D. For the Special Library

III. Duties of the Library Technician

- A. In the Public Service Area
- B. In the Technical Service Area
- C. In the Media Area
- D. In the Automation Area

IV. Future of the Library Technician

LIBRARY TECHNICIAN ORIENTATION INSTITUTE QUESTIONNAIRE

1. Name_____ 2. Age_____

3. Address_____ 4. County_____

5. Current employment or position_____

6. Number of college credits_____ 7. Do you plan to complete an associate degree_____, a bachelors degree_____, or a masters degree _____? (check one). Where? _____

8. What type of Library work and/or area of interest do you prefer?

9. Other than for credit, why did you enroll for the Institute?

10. Do you believe the Library Technical Assistant Program is a short cut to becoming a librarian? Yes_____ No_____. Please explain briefly.

11. Did the Orientation Institute change your mind or strengthen your opinions about the place of the library technical assistant in the library? Yes_____ No_____. Please explain briefly.

12. Remembering that this Institute was only an introductory approach to the library technical assistant, do you believe there is a need for the library technical assistant in the library? Yes_____ No_____. Please explain briefly.

13. Were there topics which should have been included for discussion during the Institute? Yes_____ No_____. If answer is yes, please list them.

14. What type of student (especially designate age group) do you believe would be recruits for such a program? Why?

15. Do you believe that there is a place for the library technical assistant in the labor market? Yes_____ No_____. Please explain briefly.

16. Do you recommend that a library technical assistant curriculum should be initiated in some of the Kentucky Junior Colleges? Yes_____ No_____. Why?

17. If number 16 is answered in the affirmative, would you participate in such a program? Yes_____ No_____. Why?

18. If number 16 is answered in the affirmative, what do you believe should be the course content of a library technical assistant program? Please include any special skills courses, such as typing, which you consider necessary and give your reason.

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